

## **Office of School Quality Technical Assistance Teams**

*Dr. Marsha Johnson (734-0923)*

- The Office of School Quality offers the services of exemplary educators to schools with an Unsatisfactory or Below Average absolute rating.
- Schools have the option to use Technical Assistance funds and/or other funds to pay the salaries, fringe benefits, and appropriate supplements of persons the district and school select to serve from the SDE's candidate pools.
- Schools should match technical assistance positions to the needs of their schools and may select as many technical assistance positions as needed based on the availability of district funds.
- There are two categories of technical assistance positions: leadership and professional development. Principal specialist, principal leader, principal mentor, and curriculum specialist are considered school-wide leadership positions. Teacher specialist and district instruction facilitator positions focus on providing ongoing, job-embedded professional development for teachers in specific grade levels or content areas.
- SDE provides training for all Office of School Quality Technical Assistance Team members and school teams.

### **Leadership Positions**

*Principal Specialists, Principal Leaders, Principal Mentors: Mr. David Rawlinson (734-7213) Ms. Sandra Williamson (734-8536)*

*Curriculum Specialists: Dr. Phyllis Sanders (734-0304) Ms. Beth Howard (734-8208)*

- The Principal Specialist Program was established to provide quality on-site leadership in selected schools. Principal specialists are exemplary administrators who have experienced previous success in other schools and maintained excellent reputations for achieving outstanding results in school revitalization and increased academic performance for students. Specifically, the principal specialist is concerned with providing instructional leadership that builds the capacity of administrators, faculty and staff through professional development, student performance initiatives, and utilization of effective management strategies. The principal specialist position is a twelve-month position.
- The principal leader (12-month position) is an on-site coach whose goal is to encourage the principal to become proficient in the nine performance standards as outlined in the State Department of Education's *Assisting, Developing and Evaluating Principal Performance* (ADEPP) instrument. The dimensions include: Vision, Instructional Leadership, Effective Management, Climate, School/Community Relations, Ethical Behavior, Interpersonal Skills, Staff Development, and Principal's Professional Development Plan. Principal leaders are exemplary administrators who have experienced previous success in other schools, maintained excellent reputations for achieving outstanding results in school revitalization, and increased academic performance for students. Specifically, the principal leader is concerned with providing daily administrative support and assistance through leadership development, curricular/instructional support systems for classroom teachers, and building capacity in all areas of curriculum and instruction.
- The principal mentor (part-time position) is a coach whose goal is to encourage the principal to become proficient in the nine performance standards as listed above. Principal mentors are retired administrators with past experiences of success in other schools, reputations for achieving outstanding results in school revitalization, and increasing student academic performance. The principal mentor makes on-site visits with the principal one to two times per week throughout the school year. The job responsibilities are similar to the principal leader position, except that the position is not a full-time position.
- The curriculum specialist position was established to increase student academic achievement by providing quality on-site assistance that focuses on curriculum development/alignment and instructional support. Curriculum specialists are exemplary educators who have received extensive, specialized training in providing the following: curricular support to classroom teachers; assistance in assessing student performance, interpreting data, and making curricular recommendations; and school-wide professional development.

### **Professional Development Positions**

*Teacher Specialists: Mr. Basil Harris (734-8373) Ms. Julie Hartwell (734-8368)*

*District Instruction Facilitators: Dr. Sylvia Myers (734-8119) Ms. Darlene Prevatt (734-3477)*

- The Teacher Specialists On-Site Program was established to increase student academic achievement through the provision of quality on-site assistance that improves teaching and learning in schools. Teacher Specialists are exemplary educators who have received extensive, specialized training in providing direct support to classroom teachers through the following: development of strategies for addressing instructional deficiencies; teaching an average daily minimum of three hours in team teaching, tutoring, or demonstrating lessons; and assistance in analyzing test data to identify and address patterns and instructional deficiencies. The teacher specialist position is a 200-day position.
- The district instruction facilitator position (190-day position with a 5-day training supplement) was established to increase student academic achievement through the provision of quality on-site assistance that improves teaching and learning in schools. District instruction facilitators are educators who have been assigned to the position by the South Carolina Department of Education (SDE) after having been recommended by their home district. The district instruction facilitator serves under the guidance of a veteran mentor from the Teacher Specialists On-Site Program during his/her first year. The responsibilities of the district instruction facilitator are similar to those of the teacher specialist.